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ABSTRACT

This historical sketch of educational development in Thailand is presented in three parts: the historical background of education in Thailand from 1257 to 1970; the major educational developments of the past 20 years in elementary, secondary, adult, higher, vocational, and teacher education; and the significant contributions which the United States Operations Mission (USOM) has made to the educational development of the country since 1950. A selected bibliography and some educational data covering the 20-year span are included. (Author/JP)

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A BRIEF HISTORICAL SKETCH OF EDUCATIONAL DEVELOPMENT IN THAILAND

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Office of Education
United States Operations Mission to Thailand

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November, 1970

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After joining the Agency in 1956, Dr. Adams has served as Chief Education Officer in several AID Missions and as Deputy Chief of the Education Division of the Bureau for Africa.

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FOREWORD

This historical sketch of educational development in Thailand is presented in three major parts: the historical background of education in Thailand, the major educational developments of the past twenty years, and the significant contributions which the United States Operations Mission (USOM) to Thailand has made to the educational development of the country since 1950. A selected bibliography is included for those who may wish to read more widely about the history of education in Thailand. Some educational data covering the past twenty years are contained in the apendices.

The writer is indebted to the following staff members of the USOM Office of Education for their assistance: Elhira Barganier, Verendar Chopra, Audrey Gray, and Alton Straughan.

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BACKGROUND OF EDUCATION IN THAILAND

The present educational system in Thailand[1/] is the product of many forces and influences which have been forged and tempered over many centuries. The first educational system in Thailand was quite similar to that of the monastic and cathedral schools of Medieval Europe, i.e., it had a religious orientation and was centered in the temples. Historical evidence shows that the system was quite informal and offered only limited subject matter. The primary purpose was to provide moral and religious instruction and, for all practical purposes, was designed to train only the male members of the society. Vocational training was carried on in the family units. Young boys were taught how to farm, hunt, fight, and develop some of the basic skills in handicrafts; girls were also given training in farming as well as domestic skills. Only the children of the aristocracy could expect to receive training in the arts and other areas associated with "higher education."

The history of education in Thailand may be logically divided into three periods; traditional education, from 1257 to 1868; educational expansion, from 1868 to 1931; and the present period, from 1932 to this day.

The Period of Traditional Education, 1257-1868

In 1283 King Ram Khamhaeng, the third king of the Sukhothai period, introduced the alphabet that has been used continuously to the present time. This alphabet was modified from time to time until the present system of writing was formed. Literature of the Sukhothai period indicates that ever a few women were given the opportunity to become literate but, generally, this privilege was extended primarily to men in the court and temples.

The monastic, or temple, education continued for at least six centuries. During this era there were few significant changes in the educational system. The government did not take an active role in education because it was felt that this was primarily the responsibility of religious leaders. Hence, the Buddhist priests (monks) assumed the major responsibility for "public" instruction.

During the Ayutthaya period (1377-1767), Thai people were brought into contact with the Western world for the first time. Records show that some Portuguese came to Thailand in 1511. Later, in 1662, French missionaries arrived in Thailand. They brought with them many skills and ideas which helped the educational program to progress. They set up private schools to teach Christian and Western culture to the nationals. King Narai,

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1/ This account has been adapted from: Current and Projected Secondary Education Programs for Thailand - A Manpower and Educational Development Planning Project, Educational Planning Office, Ministry of Education, Bangkok, Thailand, 1966.

who suspected the motives of the French missionaries, maintained a tight control over the private schools.

During King Narai's reign, increasing attention was given to the development of reading and writing skills. New textbooks were compiled and were widely used until the early Ratanakosin period. The impact of this emphasis is shown in the quantity and quality of literary works that were produced in this age.

With the beginning of the present dynasty (Chakri), in 1782, new emphasis was placed on improving education and encouraging cultural development in Thailand. King Rama I (1782-1809) wrote several books and urged others to follow his example. During the reign of King Rama II (1809-1824) many poets, including the King himself, produced a great number of literary masterpieces. Ramakian, the Thai version of Ramayana, was written during the reign of King Rama II.

Thailand was brought into contact with Western countries again during the reign of King Rama II. Presbyterian missionaries came to Thailand and started schools to teach religion. American missions contributed greatly to the improvement of Thai education, especially after one of their leaders, Dr. Bradley, set up a printing press in 1837 to print Thai books.

King Rama III, during his reign from 1824-1851, was one of the first monarchs to show great interest in public education. He urged the learned men of Thailand to record their knowledge in written texts so that information could be made available to all literate people. When Rama III rebuilt Wat Prachetupon, he had many of these texts inscribed on the stones around the temple - and this is why Wat Prachetupon is sometimes called "the first public university of Thailand".

As Thailand established closer relations with the Western countries, greater interest developed in learning foreign languages. King Rama IV (1851-1868) studied English in order to understand better Western culture and politics. He, along with his children and some courtiers, was taught by the English woman, Mrs. Anna Leonowens. He laid the foundation for a period of educational reform and expansion in the reign of his successor, Rama V.

The Period of Educational Expansion, 1868 - 1931

A modern school was established by King Chulalongkorn (Rama V) on the palace grounds in 1871. The school was the first of its kind in Thailand and its primary purpose was to train boys for office work or civil service. It differed from other schools of the time because the latter were dedicated simply to bringing up boys to be "well-read men of good behavior". The Royal Command School or Palace School had regular hours for learning and employed laymen as teachers. It taught not only reading, writing, and arithmetic but other subjects which would be required in government offices.

The growing need for government officials, as the government expanded its scope of work, and the demand to set up a common standard for public instruction prompted the establishment of more of these schools in 1884. Some public instruction was extended into the provinces but the lessons were taught in the Buddhist Temples or Wats. The promotion of such instruction is an example of the administrative wisdom of King Rama V. On one hand, he was preserving the old custom of Wat learning and, on the other, he was curtailing the great expense that would have been involved in the construction of new schools. King Chulalongkorn's reign (1868 - 1910) initiated a new era in the history of the nation. Through his encouragement of education many government schools were opened.

In 1887, the Department of Education was established and five years later it became a Ministry. The new ministry was assigned the responsibility for cultural and religious affairs as well as educational administration. The Ministry of Education laid the foundation for educational expansion and better administration. New textbooks were written for teaching the Thai language in the schools and a nation-wide system of examinations was put into practice.

Though the character of education at the end of the nineteenth century may seem to have been parochial, there was a tendency toward establishing a broader national scheme. In 1898 such a scheme was formulated and dealt with all the provinces of the Kingdom. This national scheme of education outlined curricular content and established grade levels within the total system of education; a specific reference to girls' education was included.

Another scheme of education was put into effect in 1909 which divided education into two streams: academic and vocational. It was agreed at that time that higher educational institutions would be established later. A revised plan was announced in 1913 by King Rama VI; a 3-3-3-2 plan of education was adopted instead of the former 3-3-3 plan. Since that time, all general educational plans have been formulated on a national basis.

The first Private School Act was passed in 1918. It dealt with the registration and government supervision of private schools. It was followed in 1921 by the first Compulsory Education Act which stipulated that all children, both boys and girls, were to go to school from the age of seven to fourteen years. Advanced studies were offered at Chulalongkorn University which was founded in 1916 and a system of national education was underway.

The Present Period

The year 1932 marks the beginning of the third and present period of Thai educational history. The new revolutionary government made many efforts to improve the educational system. Increased emphasis was placed on meeting the needs of the individual even though it was still emphasized that education should meet social needs that were in harmony with the economic and political systems of the country. A new national scheme of education (a 4-4-4 plan) was devised the year the revolutionary government came into power. To help implement the plan, an educational council was

appointed as an advisory body. Three years later a new Compulsory Education Act was passed. The following year 1936, the National Scheme of Education was amended in the form 4-3-3-2 which remains as the basic organizational scheme. A new Private School Act was adopted which provided for financial assistance to private schools. The Act also provided for school inspectors from the Ministry of Education to visit the schools.

Several things happened in 1936 which affected the educational system. The revolutionary government wanted to expand elementary education as fast as possible, spurred by certain "provisional articles" in the Constitution. The Constitution stated that the Parliament was to be composed of two types of members: elected and appointed. It also stipulated that the provinces in which more than half of the adult population were literate would have full representation. This brought a rapid expansion of elementary education throughout the Kingdom. A considerable amount of the budget was spent on a literacy campaign and little was left for developing secondary education. Secondary school programs were cut down to six years (Grades 5-10). A few pre-university schools (Grades 11-12) were established to educate a selected group of tenth graders who would enter the university. Those who could not enter the pre-university schools could go to higher vocational schools. Vocational schools on lower levels (Grades 5-7 and 8-10) were established because the government wanted to discourage the students from academic study and to encourage them to train for some vocation. In order to save expenditures on academic secondary schools, the government proclaimed that it would maintain only a limited number of government secondary schools as examples for private schools. This meant that the majority of high school students had to be taught in private schools. The result of all of these things was the concentration of educational resources in the Bangkok area and the rapid expansion of private secondary schools.

From the beginning, vocational schools at the lower levels were not popular. It was believed that only the weaker students went to vocational schools. Poor achievement in academic subjects, lack of proper facilities, and untrained teachers gave support to this popular belief and the enrollment in the vocational schools declined. A sudden change came when the Ministry of Education adopted a policy of employing the graduates of vocational schools as teachers in the elementary schools. Almost immediately all lower vocational schools in the provinces were filled to capacity. The enrollment dropped drastically again a few years later when the Ministry stopped recruiting graduates to teach in the elementary schools.

During the Second World War, the organization of secondary schools appeared to remain intact but actually the activities and the functions of the schools were greatly disrupted. Children were evacuated and most schools were closed. Some students studied at home and were permitted to sit for various examinations. Academic standards in the schools continued to decline after the war ended even though industrial development and the standard of living began to rise.

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In 1951, another scheme of education was adopted but it was essentially the same as its predecessor with only some slight modifications and additions. It organized the school system into 4 years of elementary education, 3 years of lower secondary school, 3 years of upper secondary school and 2 years of pre-university classes. The lower secondary grades were divided into three streams: an academic stream for the children who wanted to prepare for higher learning; a vocational stream for those who wanted to seek employment earlier; and a general stream for those who did not want to go beyond Grade 7. It was hoped that fewer students would go on to the academic stream and that a great number of them would take vocational and general courses. Perhaps it was because opportunities for work in the fields of industry and commerce were so limited and the prestige of white-collar jobs was so high that few went into the vocational stream. But whatever the reasons were, the majority of secondary school students still strive to enter the academic stream, especially on the lower secondary level.

In 1960, a new National Scheme of Education came into being and is still in effect. It put particular stress upon meeting the needs of the individual and of society. It reaffirmed the goal of the Karachi Plan (compulsory education through grade seven) and introduced some significant curricular experimentation at the secondary level. The most novel change in the secondary schools was the experimental comprehensive-type high school. The curriculum for these schools combined both academic and pre-vocational subjects. It was intended to meet the needs mainly of those who would not be continuing their education in a college or university, but it was not a barrier to such higher education.

Administrative changes in the national educational system have been made over the past several years in order to facilitate the various new plans and curricular changes. For example, the Kingdom has been divided into twelve regions, each with a regional educational officer in charge and supervisory centers. In every region as well as every changwad (province) there is an advisory committee which considers problems related to education. An agency which legally has the right to coordinate all aspects of education is the National Educational Council created in 1959. In practice, however, it has limited itself primarily to matters pertaining to higher education.

MAJOR EDUCATIONAL DEVELOPMENTS DURING THE PAST TWENTY YEARS

The major educational developments in Thailand during the past twenty years are listed below in chronological order.

Educational Administration and Planning

1951 Began 10-year plan suggested by UNESCO to improve all aspects of primary, secondary, and adult education. Selected Chachoengsao as pilot school for first five yearss

1953 Department of Educational Techniques established in Ministry of Education (MOE) for research, statistics, instructional materials and textbook production, library and museum services, curriculum organization, educational and vocational guidance.

1955 Bangkok Institute for Child Study established with help of UNESCO for research and training in child development and educational psychology.

1955 Teacher Training made a separate department within the Ministry of Education.

1957 Each changwat or province for the first time responsible for its own educational system.

1958 Formulated an educational plan for the next five years.

1959 National Education Council (NEC) formed in office of Prime Minister to serve as advisory and coordinating agency for educational development and to administer higher education.

1960 National Scheme of Education proclaimed with aims and goals for each level of education and with significant curriculum revision.

1964 Educational Planning Office (EPO) established as part of office of Under-Secretary of State for Education.

Royal Thai Government (RTG) and USOM (Michigan State Contract) began long-range studies in education and manpower development planning.

South East Asia Ministers of Education Secretariat (SEAMES) founded in Bangkok to co-ordinate the views and recommendations of the Ministries of Education in South East Asia. Plans made to set up regional institutes for engineering, tropical medicine, agriculture, higher education, education in science and mathematics, English language instruction, book development, educational radio and TV, and instructional materials.

1965 Comprehensive Secondary School Project started in several pilot secondary schools.

1966 All rural primary schools put under supervision of local changwat administrative authorities.

1967 Second Economic and Social Development Plan for 1967-1971 published with goals of: Secondary-to educate more middle-level manpower; to expand Vocational Education; Teacher Training-to increase output to meet requirements; Adult Education-to establish educational centers to educate 300,000 adults.

1969 Ford Foundation sent consultants to work with NEC to help strengthen educational research and planning.

1970 National Economic Development Board (NEDB). NEC, Ministry of Education officials, EFO, and local educational officials actively involved in assessing educational problems and formulating goals and priorities and projects for the Third Five-Year National Education Development Program for 1972-1976.

Primary and Adult Education

1948 RTG classified local primary teachers as government civil servants in an effort to raise their status and improve their quality.

1952 General Education Department established in Ministry of Education for kindergarten, primary, special schools, and adult education.

1953 Primary education re-organized to include primary extension schools of three more years after basic four years.

1959 Began new system of grading primary students, including pupil development, year's work and final examination.

Ninety-two Border Patrol Police Schools (BPP) were started in the North.

1960 National Scheme of Education proclaimed and 4-3-3-2 plan proposed for reorganizing educational system.

1961 One-hundred-seventy-one centers for adult literacy training in operation.

1962 Primary Education Act passed to extend compulsory education from four to seven years in all districts within 10 years. At least one school to be started in each district.

Responsibility for primary schools within municipal boundaries transferred from MOE to local municipalities.

1966 Decentralization of 26,000 primary schools from MOE to local Changwat Administrative authorities. Help in financing and administering these primary school given by Department of Local Administration (DOLA) in the Ministry of the Interior (MOI). Ministry of Education continues to have responsibility for curriculum.

1970 Three-hundred-forty-eight centers for adult literacy training in operation.

Secondary Education

1951 Royal Proclamation published about education: public education to be in four levels--kindergarten, primary, secondary, and college preparatory. National goal: free public education to age 15; secondary education divided into three programs--3-year general; 6-year special college preparatory; 6-year vocational.

First pilot comprehensive secondary school begun at Chachoengsao with help of UNESCO (did not become permanent).

1955 Supervisory Unit in Department of Secondary Education established.

1958 Five-year program of RTG, supported by USOM, for establishing 12 General Education Development centers to locate supervisors in rural areas for the first time.

1960 National Scheme of Education Provided for secondary program to begin in MS-1 and continue through MS-5 (Grade 12) for the academic stream and through MS-6 (Grade 13) for the vocational stream. The secondary level was divided into two levels: lower secondary (MS 1-3) and upper secondary (MS 4-5) for academic stream and MS 4-6 for vocational stream.

First permanent comprehensive secondary school established at Korat with major innovations in curriculum.

Committee for Comprehensive Schools established in Ministry of Education.

1964 Rural secondary school development project to assist 156 schools begun with assistance of UNICEF.

1966 Comprehensive high schools expanded with help of Canadian team and plans made for 20 model schools offering a variety of industrial arts courses and regular college preparatory courses in same school (1966-1970).

Type II Comprehensive Schools (Amphur schools of lower secondary level, MS 1-3) started in rural areas with 130 schools offering primarily agricultural and home economics curriculum.

Teacher Training

1892 First teacher training school established by Thai government.

1920 Teacher Training Division established in Ministry of Education.

1951 Curriculum revised for teacher training.

1954 Prasarnmitr College of Education established to grant the first college-level degrees in education. (Chulalongkorn University started a similar program) Teacher Training Division changed to the status of a Department in MOE. Bangkok Institute for Child Study founded with the help of UNESCO at Prasarnmitr College of Education for research and graduate work in child development and education psychology.

1955 Prasarnmitr College produced 31 graduates with B. Ed. degrees. Bangsaen and Pathumwan Colleges of Education started.

1956 First demonstration schools established at teacher training schools.

1967 Phitsanulok College of Education Established.

Teacher shortage grew and MOE organized emergency six-month training courses for teachers with tenth grade education (MS-3) in order to produce an additional 8,000 teachers per year.

1968 Maha Sarakham College of Education established.

Agricultural Education

1935 Four agricultural schools at the lower secondary level were established offering a four-year curriculum.

1943 Kasetsart University founded by combining Colleges of Agriculture and Forestry under the Ministry of Agriculture.

1958 Kasetsart University put under Office of Prime Minister.

1966 Loan for Improvement of Vocational Education (LIVE) project gave significant aid to 10 agricultural schools.

1970 Agricultural schools now number 24 and curriculum raised to upper secondary level. Five of these schools provide two years of junior college-level training and one provides teacher education.

Vocational Education

1941 Department of Vocational Education established in Ministry of Education.

1953 First Technical Institute established in Bangkok.

1959 National Economic Development Board made forecasts of manpower needs for 1960-1971.

SEATO Skilled Manpower Project initiated and carried through until 1965.

1960 Vocational budget increased and vocational education started three levels: lower secondary, upper secondary, and college.

1964 RTG, supported by USOM, began Technical Training for Accelerated Development Project (TTAD), a six-year project (1964-1970), to establish the North Eastern Technical Institute at Korat to train engineering assistants, heavy equipment operators and mechanics, and supply personnel for various RTG agencies.

1966 Loan Project for the Improvement of Vocational Education (LIVE) was started. A 32 million dollar project with 6 million dollars supplied by IBRD loan and the rest financed by the RTG and with technical assistance from USOM, to develop and improve the programs of 10 vocational agriculture schools, 15 trade and industrial schools, and two teacher training colleges in the respective fields.

Higher Education

1916 Chulalongkorn University founded with 4 faculties: Arts and Sciences, Medicine, Engineering, and Political Science.

1933 Thammasat University founded for advanced study in Social Sciences.

1942 University of Medical Sciences founded under the Ministry of Public Health.

1943 Kasetsart University founded by combining existing Colleges of Agriculture and Forestry under the Ministry of Agriculture.

1943 Silpakorn University founded for instruction and research into fine arts and national culture.

1953 The College of Education at Prasarnmitr founded as first teacher's college granting college degrees in education under Ministry of Education. (Same year, Chulalongkorn began giving B. Ed. degrees.)

1955 Bangkok Institute for Child Study founded with the help of UNESCO at Prasarnmitr College of Education for research and M.A.- level study in Child Development and Educational Psychology.

Bangsaen and Pathumwan Colleges of Education founded.

1958 Office of the Prime Minister made responsible for all universities except for the College of Education.

1959 National Education Council (NEC) formed under Office of Prime Minister to serve as advisory and coordinating agency for development of all education and with particular responsibility for higher education.

1959 Asian Institute of Technology founded in Bangkok under SEATO, to offer MA-level training in six fields of engineering.

1964 Chiang Mai University founded in the North with Faculties of Humanities, Science, and Social Science--Thailand's first provincial university.

1965 Khon Kaen University founded in the Northeast with Faculties of Engineering, Agriculture, Science and Arts. The curriculum was designed specifically for the Northeast with emphasis upon Engineering and Agriculture.

1966 National Institute of Development Administration (NIDA) founded in Bangkok to offer MA-level education in Public Administration, Business Administration, Development Economics, Applied Statistics, and to conduct related research and management training.

Fourth campus of College of Education founded at Phitsanulok.

1968 Prince of Songkhla University founded--the first University in the South.

Songkhla College of Education founded.

University Development Commission formed to deal with present and future problems of higher education, focussing on creating graduate programs at the M.A. and Ph.D. levels and on upgrading university teaching staffs and establishing priorities for higher education.

TWENTY YEARS OF USOM EDUCATIONAL ASSISTANCE

Following is a summary of USOM support of educational development in Thailand during the past twenty years-1/

Teacher Training and Faculty Development

A. Prasarnmitr College of Education

A contract with Indiana University, which ran from November, 1954 to 1962, was notably successful in developing a teacher training institution with an outstanding educational library, research activities based on Thai problems, and an annual graduation of a thousand B.A.'s in education. This growth in Thai capability has enabled the Ministry of Education (MOE) and the College of Education to establish and staff branch colleges at Maha Sara Kam, Pitsanulok, Songkhla, Bang Saen, Pratumwan and Phra Nakorn.

B. Chulalongkorn University

A contract with the University of Texas, which began in 1952 and closed at the end of 1959, provided a revised curriculum in engineering and the basic sciences, improvement of the technical library, laboratory equipment, and advanced degree study abroad for faculty members.

C. Asian Institution of Technology (SEATO Graduate School of Engineering).

In September 1959, the first Regional Graduate School in Asia opened with the help of an AID/Colorado State University Contract.2/ The contract has continued to this date.

In 1968, the Regional Engineering School became the Asian Institute of Technology (AIT). Since the beginning, the goal of AIT has been to provide high quality training at Master's Degree level in engineering fields related to development. Degrees awarded at AIT are recognized by the Thai Civil Service System as being equal to those earned in the U.K. and U.S.

D. Kasetsart University

In 1952, the USOM undertook the project "Improvement of Kasetsart University." The early phases of assistance were directed toward the improvement of the University's physical plant. The project was broadened in 1955 and a contract was entered into with Oregon State College. Prior to the termination of the contrct in 1960, some 59 Kasetsart University

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1/ For a more detailed account, see Williams, William M., A Brief History of USOM Support to Education in Thailand. USOM Office of Education, October, 1969

2/ A project of USAID's Regional Economic Development Office (RED), administered through USOM.

staff members received graduate training in the United States. In addition, a number of U.S. professors assisted the University staff in the development of curricula, the improvement of teaching methods, the establishment of research projects, and the preparation of teaching materials.

Rural School Improvement

A. General Education Development - GED

From 1958 through 1964, the GED Program helped to focus attention on rural schools and their improvement. The whole country was divided into 12 regions and in each one a Thai staff of supervisors headed by a regional education officer was established to stimulate and coordinate the efforts of educators in the provinces clustered around each region.

USOM provided an advisor for each of the 12 centers for about two years.

B. Rural Training

The Rural Training Project began in 1964. It emphasized four elements essential in rural education in north and northeast Thailand: skill training for out-of-school youth and adults; the provision of textbooks for rural schools; a curriculum suited to the needs of rural schools; and more active and improved supervision by regional, provincial, and district officials. Seven advisors have been provided by USOM since the inception of the project; four are aboard at the present time.

A contract with the Resources Development Corporation which began in 1969 provided programmed learning techniques and U.S. "on-the-job" training to the Ministry of Education's mathematics and vocational supervisors.

Vocational Education

A. Vocational Development

USOM assistance began in 1952 and provides direct hire vocational advisors in addition to contract services. USOM assistance has emphasized the development of teacher potential and the improvement of vocational education curricula and supervision.

A contract with Wayne State University, from 1952 through 1959, assisted the Bangkok Technical Institute and younger institutes at Chiengmai, Korat, and Songkhla to up-grade their vocational schools.

A contract with the University of Hawaii, from 1959 to 1965, assisted the Vocational Education Department of the Ministry of Education in establishing trade training programs in six basic trades at twenty of the existing trade schools. This contract was classified as part of the U.S. contribution to SEATO and was entitled "SEATO Skilled Manpower."

B. Technical Training for Accelerated Development (TTAD)

This project, assigned to the USOM Office of Education in August 1965, made technical training available to accelerated Rural Development and other

RTG agencies. In 1966, training activities were centralized at the Technical Institute at Korat. Advisory services have been provided by USOM direct-hire personnel, a contract with Philco-Ford Corporation, and technicians supplied by other U.S. Government agencies.

C. Loan for the Improvement of Vocational Education (LIVE)

The largest current project in the vocational education field, the "LIVE Project", is designed to expand and improve 25 schools including 14 trade schools, a technical teacher training college, 9 agriculture schools, and an agricultural training college.

The U.S. Government is providing advisory assistance through four direct-hire vocational advisors, a five-man contract team of agricultural specialists from California State Polytechnic College, and a six-man team of trade and industrial specialists from Oklahoma State University.

Manpower Planning and Education

In 1963, the National Economic Development Board (NEDB) and USOM cooperated in asking Michigan State University (MSU) and Stanford Research Institute (SRI) to assist the RTG in developing a planning capability in education and manpower.

SRI provided one man for two years to assist the Manpower Planning Office of NEDB. MSU provided help to the MOE to develop a staff for the Educational Planning Office, and to the National Education Council (NEC) to develop its planning staff. This contract terminated at the end of 1968.

Since USOM has completed its program of direct support to educational planning, the Ford Foundation agreed to provide advisors for NEC and MOE to carry the process a step further.

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APPENDICES

Appendix A.

EDUCATIONAL HISTORY TIME LINE

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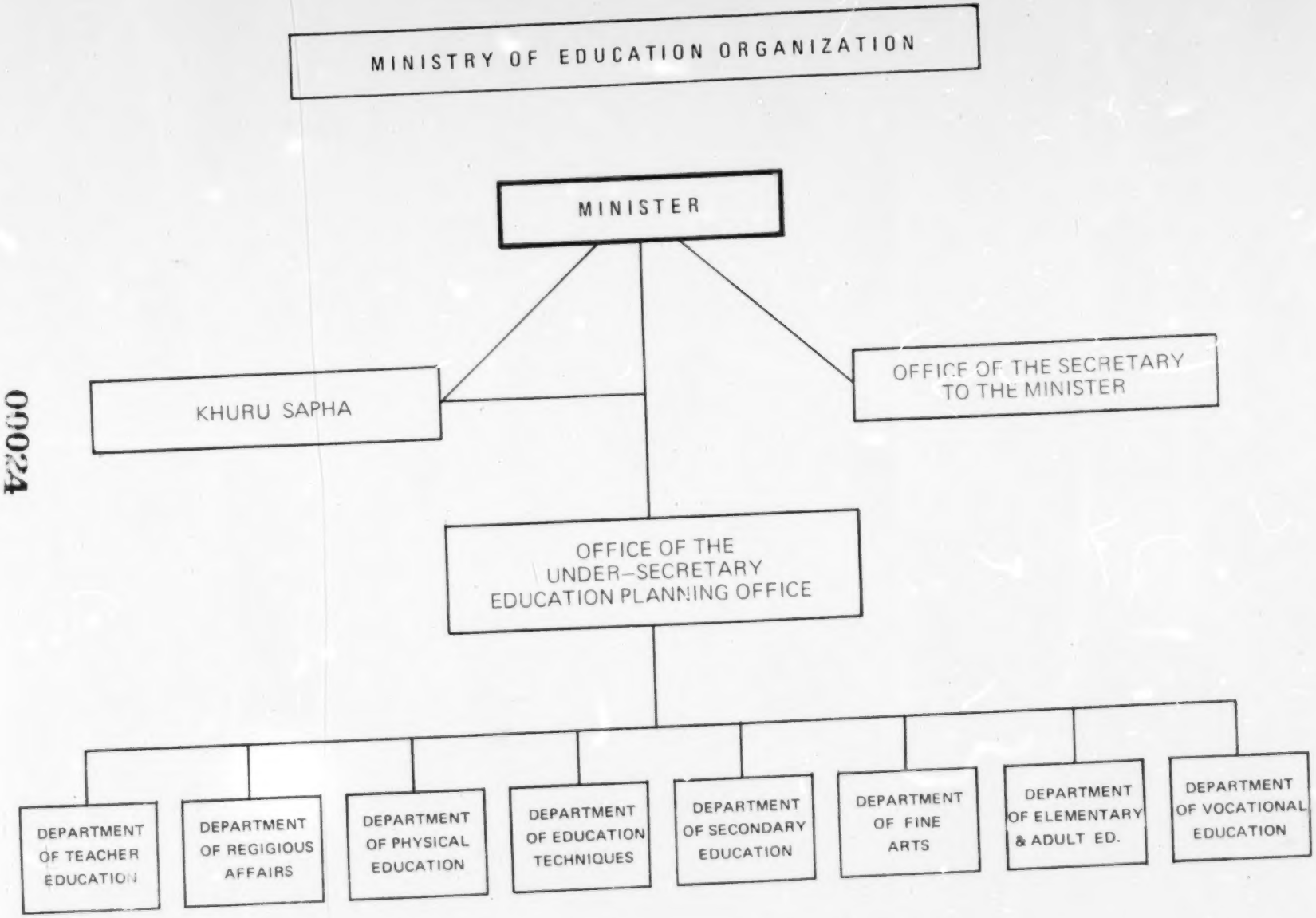
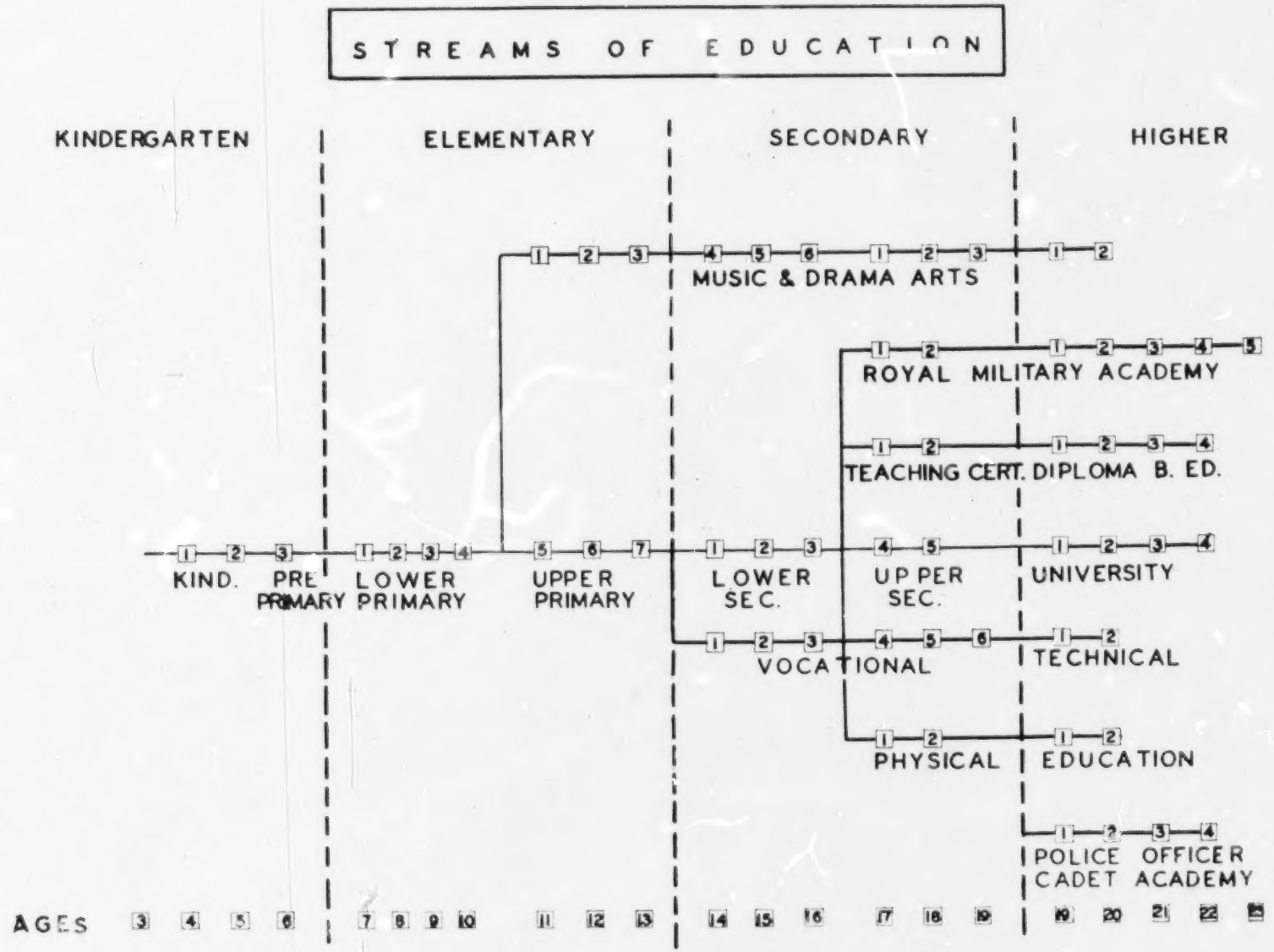

MINISTRY OF EDUCATION ORGANIZATION
MINISTER
KHURU SAPHA
OFFICE OF THE SECRETARY TO THE MINISTER
OFFICE OF THE UNDER-SECRETARY EDUCATION PLANNING OFFICE
DEPARTMENT OF TEACHER EDUCATION
DEPARTMENT OF REGIGIOUS AFFAIRS
DEPARTMENT OF PHYSICAL EDUCATION
DEPARTMENT OF EDUCATION TECHNIQUES
DEPARTMENT OF SECONDARY EDUCATION
DEPARTMENT OF FINE ARTS
DEPARTMENT OF ELEMENTARY & ADULT ED.
DEPARTMENT OF VOCATIONAL EDUCATION

Appendix B.

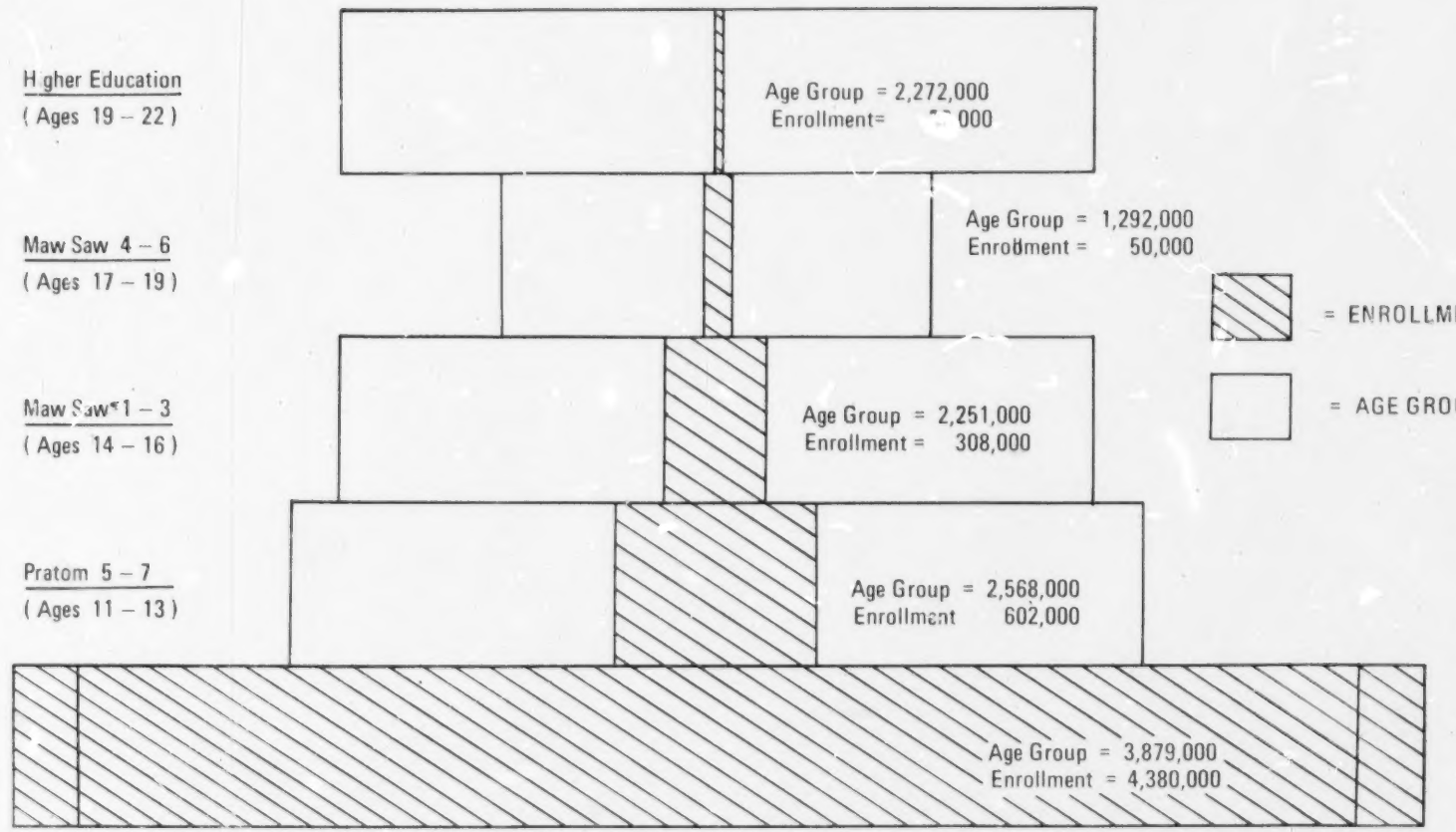

STREAMS OF EDUCATION
KINDERGARTEN
ELEMENTARY
SECONDARY
HIGHER
MUSIC & DRAMA ARTS
ROYAL MILITARY ACADEMY
TEACHING CERT. DIPLOMA B. ED.
KIND.
PRE PRIMARY
LOWER PRIMARY
UPPER PRIMARY
LOWER SEC.
UPPER SEC.
UNIVERSITY
VOCATIONAL
TECHNICAL
PHYSICAL EDUCATION
POLICE OFFICER CADET ACADEMY
AGES 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 19 20 21 22 25

S2060

92060

EDUCATIONAL PYRAMID

1967


Higher Education
(Ages 19 – 22)
Age Group = 2,272,000
Enrollment= 000
Maw Saw 4 – 6
(Ages 17 – 19)
Age Group = 1,292,000
Enrollment = 50,000
= ENROLLMENT
= AGE GROUP
Maw Saw 1 – 3
(Ages 14 – 16)
Age Group = 2,251,000
Enrollment = 308,000
Pratom 5 – 7
(Ages 11 – 13)
Age Group = 2,568,000
Enrollment 602,000
Pratom 1 – 4
(Ages 7 - 10)
Age Group = 3,879,000
Enrollment = 4,380,000

Appendix D.

Appendix E

USOM FINANCIAL INPUTS IN
SUPPORT OF THAI EDUCATIONAL PROGRAMS

(In Thousands)

	U.S. CONTRIBUTION						
Year	Part.	Tech.	Comm.	Cont. Ser.	P A S A	Other	Total Oblg.
1952	19.7	----	180.0	----	----	----	199.7
1953	107.2	136.0	450.0	----	----	-----	693.2
1954	266.9	197.3	267.8	332.4	----	-----	1,064.4
1955	158.4	210.3	278.3	674.0	----	-----	1,321.0
1956	423.7	181.9	315.2	1,289.7	----	-----	2,210.5
1957	320.8	199.0	346.5	296.0	----	-----	1,162.3
1958	375.8	102.2	208.6	436.0	----	-----	1,122.6
1959	467.5	129.3	28.5	546.0	----	-----	1,171.3
1960	220.8	172.7	146.1	755.4	----	-----	1,295.0
1961	204.5	231.4	58.4	182.0	----	-----	676.3
1962	237.6	232.6	88.0	505.0	----	-----	1,063.2
1963	379.0	274.4	125.0	332.8	----	-----	1,111.2
1964	302.0	447.0	180.0	1,005.0	----	-----	1,934.0
1965	33.0	126.0	49.0	98.0	----	-----	306.0
1966	284.0	122.0	760.0	1,421.0	96.0	1.0	2,684.0
1967	590.0	228.0	1,629.0	773.0	225.0	2.0	3,447.0
1968	519.0	362.0	2,007.0	634.0	213.0	8.0	3,743.0
1969	995.0	289.0	1,512.0	620.0	30.0	-----	3,446.0
1970	1,154.0	290.0	1,210.0	650.0	----	5.0	3,309.0

Note: The totals reflect only those funds spent for education under the Bilateral Agreement. Regional funds are not represented. Figures are derived from Annual Financial Reports for 1959-1963. Figures for 1964-1970 are from the Country Assistance Program.